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ABSTRACT

This paper describes procedures developed for evaluating the tutorial program at a two-year college. At the end of each school term, evaluation forms are sent to faculty from whose classes the tutees have come, to the tutors, and to the tutees. As part of an objective evaluation system, the program directors have developed a method for converting college entrance examination scores into grade prognosis scores for given academic subjects. This predictive grade and the tutee's grade in the course before beginning tutoring are compared with the final grade, received after tutoring, to assess the effects of the tutoring. The program directors also tabulate data regarding the reduction in attrition of students due to the tutorial program and then translate these figures into tuition savings for the institution. The paper includes the table used for converting college entrance examination scores into grade-point predictors, and it provides samples of the forms used for all aspects of the evaluation procedures. (GW)

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ACCOUNTABILITY IN TUTORIAL PROGRAMS

by

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In a recent nationwide study of developmental education programs it was found that seventy-three per cent of the colleges surveyed maintained tutorial programs. It was also discovered that 80-100 per cent of the tutoring costs were paid by the institution of higher learning in nearly forty per cent of the situations canvassed. Subsidy was also a significant contributor in a number of the tutorial situations, and federal funds played a noticeable role as well. In the same study over thirty five per cent of the respondents indicated no form of evaluation or informal evaluation; twenty-three per cent used standardized tests for evaluation; and twenty-four per cent used only subjective evaluations from students and faculty. (Curran)

In today's climate of accountability in education coupled with the reduction in federal grants and state appropriations it seems suicidal not to maintain an ongoing process of scientific evaluation of tutorial programs.

Our tutorial program at Miami University Middletown has been in full-time operation for two years. It has been well-responded to by the students. At the end of each school term our program has always sent out three sets of evaluation forms. These have been sent to: 1. faculty, from whose classes the tutees have come, 2. tutors who performed the tutoring, and 3. the tutees who were helped. Evaluation forms are sent to faculty via intracampus mail and three weeks later

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follow-up forms are sent to any faculty member who hasn't returned his or hers.

Evaluation forms are sent to tutors and tutees via U.S. government mail. To be more assured of a response a self-addressed, stamped envelope is enclosed in each letter. See forms A, B, and C for copies of these questionnaires.

If a tutorial program maintains a number of tutees and tutors keeping an accounting of returned questionnaires can become unwieldy. To offset inaccurate recordkeeping we use the following Evaluation Forms Return Record.

DEVELOPMENTAL EDUCATION'S

EVALUATION FORMS RETURN RECORD

TERM: _____ DATES: _____

TUTEE	DATE TUTEE EVALUATION RETURNED	TUTOR	DATE TUTOR EVALUATION RETURNED	PROFESSOR	DATE PROFESSOR EVALUATION RETURNED
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

On the Evaluation Forms Return Record we simply record the tutee's name, his tutor's name, and the name of the professor for his tutored subject. As the evaluation questionnaires are returned it becomes a simple matter to record the date of receipt. Later, a simple glance at this record will reveal any outstanding evaluations.

Our program received excellent feedback from our three sources of evaluation and we were convinced of the accomplishments that were being made with the tutees; however, all three sources of evaluation, to this point, had been of a subjective nature. We realized a need for an objective evaluation system in order to make ourselves quantitatively accountable as well as qualitatively so. The method chosen for this objective was that of demonstrating in the grade-point scale an upward movement by our tutees. It was necessary to establish a base for these tutees in order to give them a point of departure. On older students the university would have established grade-point averages; however, this information generally would not be available on newer students.

The ACT scores provided our program with a reasonable tool for supplying the needed frame of reference. Either the ACT or the College Board scores can be converted into prognosis scores (grades). One can convert the overall scholastic aptitude score into a prognostic grade-point (predictor) of generalized achievements; or, in the case of ACT, where sectional scores are supplied, one can predict subject grades.

Following is the grade-point predictor format.

GRADE-POINT PREDICTORS
ACT AND CEEB

Percentiles		ACT					CEEB
		English Scores	Math Scores	Social Science Scores	Nat. Science Scores	Cum Scores	Verbal & Quantity
89 →	A	26 →	29 →	27 →	29 →	27 →	650 →
70 - 88	B	22 - 25	24 - 28	24 - 26	25- 28	23 - 26	550-649
31 - 69	C	18 - 21	15 - 23	19 - 23	17 - 24	16 - 22	450-549
10 - 30	D	12 - 17	10 - 14	8 - 14	12 - 23	12 - 15	350-449
0 - 9	F	← 11	← 9	← 11	← 11	← 11	← 349

By using the grade-point predictor table it is possible to take the ACT score for a student and predict a grade-point estimate in a given subject. As an example, suppose a student scores a 14 on the English section of the ACT exam. By looking at this table we can see that this student's grade-point predictor in English will be a D. To take a second example, suppose a student scored 21 on the Social Science section of the ACT exam and is taking a sociology course. His grade-point predictor would be a C. Similarly we could use the College Board scores. (Fuhr and Curran).

As tutors are assigned to assist tutees the tutor, tutee, and professor then engage in a conference. An Instructor's Recommendation on Tutoring form is completed during this interview. Included in information supplied by this form is the tutee's grade at the beginning of tutoring. This beginning grade gives another frame of reference for the tutoring and shows the tutee's accomplishment in the event that he/she has attempted part of the course without benefit of tutorial support. Later when the professorial evaluations are returned for each student a terminal grade will be indicated (see form A) and a full profile of academic prognosis, beginning grade, and terminal grade will be in ready evidence.

The following is the Instructor's Recommendation on Tutoring form used in the tutorial program.

INSTRUCTOR'S RECOMMENDATION ON TUTORING

INTRODUCTION: All tutors are professor-recommended. All professors are notified of students from their classes who seek tutelage. It is the philosophy of the Developmental Education Lab that the professor is the single most-important sector of campus academic life. In accord with this philosophy every attempt is made to insure good communication among the tutee, tutor, professor, and Developmental Education Lab.

TUTOR PROCEDURES: 1. The tutor will be notified by the Developmental Education Lab when a tutee has been assigned to him/her. The tutor then is expected to secure a copy of the Instructor's Recommendation on Tutoring form and together with the tutee visit the professor of the course in which tutoring will follow.

2. The tutor, tutee, and professor discuss the needs of the tutee. The professor is asked to complete his part of the Instructor's Recommendation on Tutoring form, to sign it, and to date it.

3. The tutor and tutee also sign the form and date it. All information is completed on the form by the tutor except for the professor recommendations and the tutee's grade at the onset of tutoring.

4. The tutor returns the form to the Developmental Education Lab.

5. Tutoring may begin after this form has been completed and duely returned to the Developmental Education Lab. Tutoring is conducted in the lab.

Name of tutee _____ Tutee is _____ Freshman

Subject of tutelage _____ _____ Sophomore

Professor of course _____ _____ Junior

Tutor _____ _____ Senior

Tutee's major _____ Tutee's grade at onset of tutoring _____

My recommendations for assisting this student in my class are: _____

_____

_____

_____

_____

_____

Tutor _____ Professor _____

Date _____ Date _____

Tutee _____ Date _____

When a tutee applies for tutelage he or she is asked to complete a release form that authorizes only the director of the program to check on this student's ACT data and high school records. The release form is as follows:

DEVELOPMENTAL EDUCATION LAB

RELEASE FORM

I authorize the coordinator of the Developmental Education Lab of Miami University Middletown to secure information regarding my academic background from Miami University's Admission Office for purposes of providing the best possible academic support for me.

This information will be kept in the strictest confidence.

Signature _____

Date _____

The information gleaned from this data search is incorporated with other information regarding the tutelage. It is necessary to know the beginning date of tutelage and the total number of hours a student was tutored as well as his academic prognosis, beginning grade, and terminal grade in order to be qualitatively accountable. For this qualitative accounting of a student's academic success the program devised the Profile of Tutees that follows.

PROFILE OF TUTEES

TERM:
DATES:

TUTEE	DATE TUTORING BEGAN	NO. OF HOURS TUTORED	COURSE	PROFESSOR	ACADEMIC PROGNOSIS	BEGINNING GRADE	TERMINAL GRADE
1.							
2.							
3.							

No names are used for the profile. Instead, names have been codified for the sake of privacy. The date tutoring began is entered on this profile and at the conclusion of the tutelage the total number of hours tutored are recorded. Academic prognosis is ascertained in accordance with the preceding explanation on grade-point predictors and this predictor is recorded along with the beginning grade and the final grade for each tutee.

Once the profile is completed a simple glance at it will reveal the degree of success a tutee has experienced both in terms of his expected achievement and in terms of his beginning grade. From this profile record one can simply read off information regarding an individual's academic progress.

In our program the information is read off and placed in the following chart of Differences Between Grade Prognosis and Achievement.

DIFFERENCES BETWEEN GRADE PROGNOSIS AND ACHIEVEMENT

	Term: No. of students involved:	Term: No. of students involved:
Achieved a grade 3 levels above prognosis		
Achieved a grade 2 levels above prognosis		
Achieved a grade 1 level above prognosis		
Achieved as predicted		
Fell back		
Passed course but no prognosis had been made		
Course finished as incomplete		
Dropped course		
Failed		
Data incomplete		

As can be noted from the above chart with tutelage some students may advance one, two, or three grade levels. Some may still achieve as predicted by the ACT scores but may have advanced in terms of grades when the beginning and terminal grades are examined. There is a possibility that some students may fall back; however, in our program we haven't experienced this situation. In other cases no ACT data or CEEB scores may be available and thus no prognosis could be made. In still other cases students apply for tutoring assistance too late in the term to recover and will take an "Incomplete" or withdraw from the course. In some cases students may apply for tutoring too late, may be attempting too many life endeavors, or may not have a background for the course attempted and may fail the course despite the best efforts of a qualified tutor. There are also situations in which no ACT or CEEB scores, high school records, or any kind of data are available on a student.

From the procedures outlined we have evolved a viable approach for showing the accountability of tutorial programs.

We can now see the exact degree of success that a student, who has received tutorial support, has achieved.

At this point there remain only two additional procedures to complete the cycle of accountability.

The first procedure involves the tabulation of data that will prove the reduction in attrition of students due to the tutorial program, and the second procedure is the value of the tutorial program to theschool through the translation of these attrition figures into tuition savings for the institution.

For this purpose our program uses the following Resultant Attrition Reduction form. On this we first record the number of students who were on the border of academic suspension but were removed from this precarious state as a result of tutelage. Secondly, we record the number of students whose grade-point

average was right on the threshhold of academic probation but who were spared this anxiety via tutelage. Third, we record the number of students who were on academic probation when tutelage began but whose tutelage enabled them to improve their grade so much that they were removed from academic probation. Last, we record the number of students for whom tutelage enabled sufficiently high grades that the student could effect an intended transfer to another institution. As a two-year branch campus we have a number of students who enter our programs as bridges to four-year institutions and thus transfer ability ranks high with our student body.

RESULTANT ATTRITION REDUCTION

TERM:
NO. OF STUDENTS INVOLVED:

Students prevented from going on academic suspension _____

Students prevented from going on academic probation _____

Students removed from academic probation _____

Students removed from academic probation _____

Students whose grades were kept high for transfer purposes _____

DEVELOPMENTAL EDUCATION'S CONTRIBUTION TO _____ FISCAL SOLVENCY

SCHOOL YEAR	RETAINED STUDENTS	PER TERM STUDENT FEES	STUDENT FEES DEVELOPMENTAL EDUCATION RETAINED FOR _____

The final procedure is the culmination of wise record-keeping, good planning, and an organized tutorial program. It is only when attrition figures can be translated into tuition savings that administrators realize the full value of a tutorial program.

In establishing accountability it is vital to have good working definitions for procedures and designations. At the bottom of the Resultant Attrition Reduction form the number of retained students are indicated. "Retained students" include those prevented from"going on" academic suspension and those removed from academic probation which would have evolved into academic suspension. Tabulate these sums and multiply times the per term tuition fees that that student has paid to your institution because tutelage retained him or her as a student. The totals probably will be impressive and may even surprise you. If you are like those who are involved in our program, you know that your program is working but just exactly how well it worked you never would have estimated without benefit of this sequence of steps to establish your accountability.

MIAMI UNIVERSITY - MIDDLETOWN

DEVELOPMENTAL EDUCATION LAB

SUBJECT: Evaluation of Students in the Tutorial Program

TO:

FROM: Faye Curran, Developmental Education Center, Room 15 - Johnston Hall

1. During the past quarter _____, a student in your _____ class was tutored.

2. We are interested in your opinion of the assistance we were able to render to this student during the quarter.

3. Will you please give your comments and opinions concerning our efforts to assist this student during the quarter? Also, we would appreciate any other recommendations, suggestions, criticisms, and comments that you may have concerning the tutoring program.

4. Student's final grade _____

5. We appreciate your recruitment of your better students to serve as tutors.

cs

B

MIAMI UNIVERSITY - MIDDLETOWN

Developmental Education

_____
(DATE)

SUBJECT: Tutor Evaluation of Students

TO:

FROM: Mrs. Faye Curran, Developmental Education Lab, Room 9, Johnston Hall

During the _____ quarter, you have tutored _____
(Student)
in _____.
(Subject)

We are interested in your answers to the following questions to insure that the tutoring program is adequately serving MU-M students. Statements about your tutee will be kept in strict confidence.

1. Tutee's professor _____ 2. Date tutoring started _____ 3. Has your tutee been regular _____Yes _____No. 4. If he was absent, were you notified? _____Yes____No.

5. In what areas did the professor recommend help for this student?

_____

_____

6. Did your tutee prepare for the tutoring sessions? _____Yes____No.

7. On what did you work with the student?

_____

_____

_____

8. How many sessions a week did you meet? _____

_____

9. Where did you meet? _____

_____

10. Describe your tutee's attitude in relation to the tutoring program, to school, and to you.

_____

11. Do you feel that your tutee improved? _____Yes_____No. Please explain.

12. Do you have any suggestions that will assist us in improving our tutorial program? Please be explicit.

DEVELOPMENTAL EDUCATION LAB

FORM ON

TUTOR EVALUATION

To:

During the _____term you were tutored by _____

_____ in _____.

In the interest of serving MU-M's students the lab would like to request the following information. All information will be kept in confidence.

1. Was your tutor prompt? _____yes _____no
2. Was your tutor regular? _____yes _____no
3. If absent did the tutor notify you or leave word with the lab about the absence? _____yes _____no
4. If absent did your tutor reschedule tutoring sessions? _____yes ____no
5. Where did you tutor? _____
6. Was the tutor prepared? _____yes _____no
7. What was your grade in this course before you started tutoring? _____What was your final grade? _____
8. Circle the adjective that you feel best describes your tutor:

   fair good excellent outstanding

9. What were the important things the tutor taught you? _____

   _____

   _____

10. What suggestions could you make to your tutor? _____

    _____

    _____

11. What background did you have for the course in which you were tutored? _____

    _____

    _____

12. What suggestions would you make to the Developmental Education Lab? _____

    _____

13. Would you recommend the lab to other students? _____yes _____no

D

DIFFERENCES BETWEEN GRADE PROGNOSIS AND ACHIEVEMENT

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Achieved a grade 3 levels above prognosis	
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Achieved a grade 1 level above prognosis	
Achieved as predicted	
Fell back	
Passed course but no prognosis had been made	
Course finished as incomplete	
Dropped course	
Failed	
Data incomplete	